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RESEARCH ARTICLE

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Predicting Students' Academic Adjustment and Academic Achievement based on Parenting Attachment Styles

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Abstract: Parenting approaches have a significant impact on children's behavior patterns and academic performance results. The key objective of this study was to explore how different parenting attachment styles influence the academic adjustment and academic achievement of students of higher education. The study examined different parenting styles and university student academic adjustment, along with academic achievement, while analyzing the relation between these aspects. This study was descriptive in nature and it employed a quantitative approach. The population of this research was comprised of all students enrolled in higher education institutions. The research sample included 300 first year students from the three public universities of higher education. This study instigated multistage sampling. The researcher used two adapted questionnaires to gather data related to parenting style and academic adjustment, which achieved a reliability score of 0.803 and 0.941. The research employed descriptive and inferential statistics, which utilized frequency analysis together with means and standard deviation statistics and the Pearson Product Moment Correlation method. The analysis of data demonstrates that students' academic adjustments depend strongly on their parents' parenting approaches. The analysis reflects that the link between academic adjustment and authoritative parenting style is moderate and positive, but other styles have though a positive but weaker relationship. However, parenting styles fail to directly influence the academic achievement. Academic achievement shows a direct linkage with academic adjustment.

Keywords: Academic Adjustment, Academic Achievement, Parenting Attachment Styles

Introduction

From birth, children acquire their initial social development through interactions with family. Parents play a crucial role in supporting their children's physical growth as well as social and mental development (Erdem & Kaya, 2020; Hameed, 2023). Parents implement parenting attachment through childcare and guidance, which prepares children to function independently in their youth and adulthood. Diverse families practice unique parenting methods which belong to three categories: authoritarian, democratic and permissive approaches (Ahmed, 2025; Abrar & Iqbal, 2023; Achankeng et al., 2023).

The negative effects of certain parenting attachment on adolescents include behavior problems, academic struggles, dysfunctional relationships between parents and children, and reduced well-being. Student-parent relationships, along with parental involvement, constitute the sunshade concept of parenting. Researchers suggest parents should transform their students into responsible citizens as their main duty (Kashif, 2024; Kaljahi, 2016; Lan et al., 2024; Fatima & Bilal, 2023; Kosterelioglu, 2018).

The methods by which parents maintain control over child behavior constitute parenting attachment styles among the Asian nation like Pakistan. What parents do and how they behave towards their children

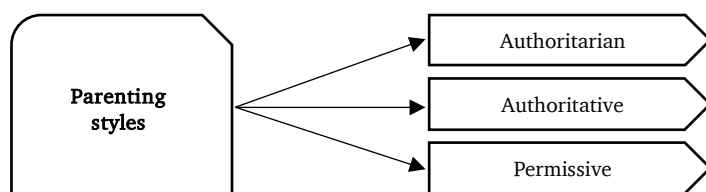
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influence their young age development as well as their long-term progression. Strong connections between children and their parents lead to consistent behavior alongside independent achievement and self-sufficiency and the development of social skills and abilities. The way parents behave, along with their attitudes, relates directly to their parenting methodology. Authoritative and authoritarian parenting, along with permissiveness, apathy, and overprotection, represents typical parenting methods (Hussain et al., 2023; Checa et al., 2019; Lari, 2023).

Parenting Attachment Styles: Baumrind, as a clinical psychologist, has identified three fundamental parenting approaches, which include authoritarian, authoritative, and permissive. The various parenting methods derive from four primary criteria, including control alongside maturity standards, communication clarity, and nurturing. Uninvolved parenting was later added by Maccoby and Martin (Joel A, Muraco, 2020, Janak, 2022).



Authoritative Parenting: Parents are conscious about their children and rules to establish boundaries (Hayek et al., 2022; Echedom, 2018). This style develop sense of responsibility for few children (Yaffe, 2023).

Authoritarian Parenting: The main focus of authoritarian parenting centers around child safety together with security. According to Yadav and Chandola (2019), authoritarian parenting stands apart with its strict, demanding, and domineering character. Children in this approach must follow orders from their parents without seeking exceptions or requesting adjustments.

Permissive Parenting: According to Barton (2016), a permissive parenting approach lets kids self-regulate while refusing to enforce norms and expectations. Without using punishment, parents respond to their children's instincts and desires in an affirmative and accepting way. The parents in this parenting style have few expectations for their children and make no demands. Nevertheless, as there are no boundaries set for them, such youngsters are likely to make mistakes due to the absence of full parental attention (Yaffe, 2023).

Academic adjustment: Academic adjustment refers to the skill of university students to navigate and adapt intellectual and organizational demands of academic life, including their time management ability, fulfilling academic requirements, and coping with the pressure of academic life (Setiawan et al., 2026; Van et al, 2018).

Academic achievement: Academic achievement means to the level of an achievement of a student achieves in various educational assessments like assignments, tests and examinations which reflect students' understanding and application of academic material. It is typically assessed through GPA and test scores (Wang & Chen, 2025; Mutaliba et al, 2019).

Significance of the Study

The research examines university students' adjustment process by studying three common parenting methods (authoritarian, authoritative, and permissive parenting style). Most studies in the academic field demonstrated connections between parenting styles and academic adjustment and academic achievement, but research primarily focused on school-aged children. Children who live in western nations shift to independent existence after completing their academic years. Since they no longer live with their parents, the western literature is bound to only school-going children. However, children usually stay with their parents for longer in Pakistani culture. They typically remain together until the children graduated and can support themselves. So, the parenting style may also affect academic adjustment and academic achievement at higher education levels. Understanding these insights helps develop a complete perspective about parent involvement in academic education for their children. There are various obstacles involved with moving to a

university, such as high academic expectations, social integration, and emotional strain. This study analyzes how parental actions affect children's abilities to overcome these hurdles leads to improved academic adjustment and achievement. By having a better understanding of these relationship, universities and educators may create interventions and mental health support for students, especially those from less supportive home environment.

Objectives

Objectives of this study were to

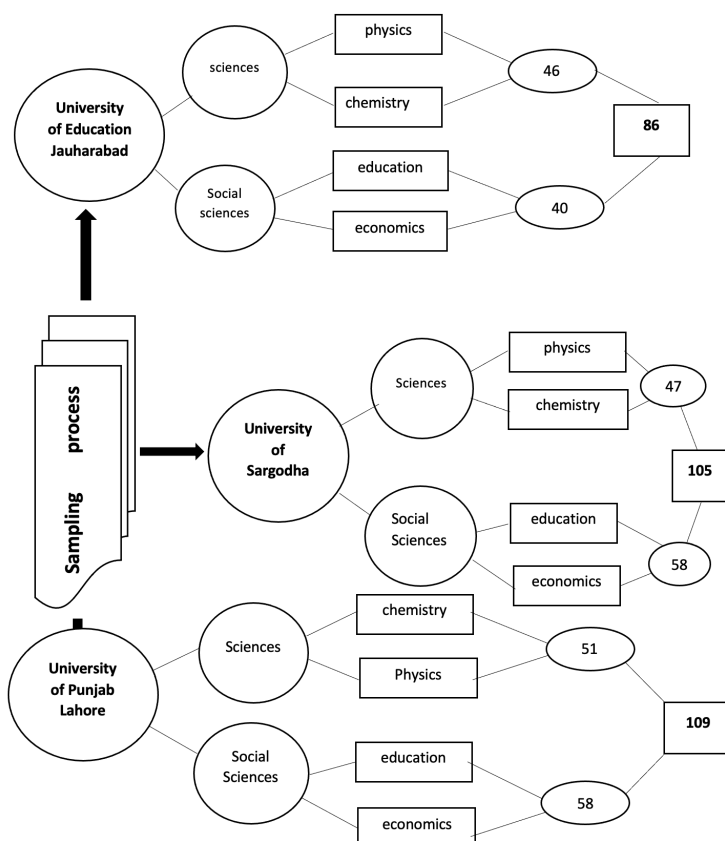
1. To investigate the different attachment of parenting styles (authoritative, authoritarian, and permissive parenting) as perceived by the university students.
2. To analyze the effects of parenting style on students' academic adjustment during their university life.
3. To examine the association between academic adjustment and academic achievement among university students.
4. To assess the relationship between parenting styles and academic achievement among university students.

Research Design

- The research design of this study is based on quantitative survey methodology. The study is descriptive in nature.

Population, Sample and Sampling Technique

The population of this research was comprised of all students in higher education institutions. The research sample constituted 300 of first-year students from three institutions of higher education. Multistage sampling was employed to select sample for this research. At the first stage convenient sampling was used to select public universities of higher education. At the second stage, purposive sampling was employed to pick two faculties (sciences & social sciences). At the third stage, departments were selected through random sampling (fishbowl method). At the final stage, 50% first year students were selected through voluntary sampling technique.



Instrument

Three adapted questionnaires were used to generate a questionnaire for this study after incorporating modifications in the statements of the items according to the nature of the study. The research instrument included thirty-three items (eighteen items representing parenting styles) and (fifteen items representing academic adjustment), and academic achievement was measured through students' GPA.

Table 1

Indicators Vise Detail of Questionnaire

S#	Indicators	Items
1	Authoritarian	6 (1-6)
2	Authoritative	5 (7-11)
3	Permissive	7 (12-18)
4	Academic adjustment	15(19-33)
	Total	33

Reliability and Validation of Research Instrument

After the validation of the instrument, pilot testing was conducted using data from 30 students. For checking the reliability, Cronbach alpha was calculated using a Statistical Package for Social Sciences (SPSS), version 20.

Table 2

Reliability Statistics of Parenting Styles and Academic Adjustment

Variables	Cronbach Alpha	Items
Parenting Styles	.803	18
Academic Adjustment	.941	15
Overall	.917	33

Table shows the reliability statistics of relationship of parenting styles and academic adjustment. The calculated value of Cronbach's alpha was ,803 for parenting styles and .941 for academic adjustment and overall Cronbach's alpha was .917 which indicates that the instruments was highly reliable.

Results

Table 3

Descriptive Statistics of Parenting Styles

Variables	Mean	Std. Deviation
Authoritarian Parenting	2.93	1.274
Authoritative Parenting	3.408	1.155
Permissive Parenting	3.165	1.160

The table reveals students' perceptions of their parents' parenting styles vary. The mean score for authoritarian parenting is 2.93, indicating that most students believe their parents expect them to follow orders without question. The significant standard deviation of 1.274, however, indicates that there is a broad range in the experiences that students have with this style. With a mean score of 3.408 for authoritative parenting, most of the students believe their parents are very supportive toward them, encourage them to participate in academic activities, and stay involved in their academic progress. The standard deviation of 1,155 indicates that while many students agree, some students feel that their parents are less or more involved. With a mean score of 3.165 for permissive parenting, students believe that their parents are more lenient toward them; they never impose any limitation on their activities. The 1.160 standard deviation indicates that students' perceptions about this style vary somewhat. Overall results show that authoritarian parenting is the least common parenting style, whereas authoritative parenting is the most popular, followed by permissive.

Table 4*Descriptive Statistics of Academic Adjustment*

S. No	Academic adjustment	SD	DA	N	A	SA	Total	M	Std.
1.	My parents help me to understand why I should join university.	9	25	15	43	8	100.0	3.16	1,161
2.	I have set goal with regards to academics at the university time.	8	24	16	36	16	100.0	3.29	1.210
3.	I have no doubts regarding the value of university degree.	8	19	19	36	18	100.0	3.46	1.989
4.	I enjoy academic activities.	5	17	18	45	16	100.0	3.50	1.108
5.	I am genuinely interested in the subjects offered at university level.	14	22	13	34	17	100.0	3.18	1.328
6.	My parents assist me in keeping up to date with my academic work.	18	23	16	32	11	100.0	2.94	1.305
7.	My parents motivate me to study at university level.	14	26	13	37	10	100.0	3.05	1.266
8.	I attend classes regularly.	9	23	13	41	14	100.0	3.27	1.215
9.	I am satisfied with my performance regarding the activities conducted at the university level.	8	27	17	33	15	100.0	3.19	1.225
10.	My parents encourage me about efficiently managing study time.	12	20	16	41	11	100.0	3.18	1.233
11.	I really enjoy taking down notes during lectures.	12	24	14	35	15	100.0	3.17	1.279
12.	My parents support inspire me to give my best in my studies.	8	30	9	34	9	100.0	3.24	1.292
13.	The subject I have to myself, I am quite happy.	7%	27	15	38	13	300	3.23	1.176
14.	The instructors dealing with the subject I am feelings comfortable.	5%	22	21	38	14	100.0	3.32	1.124
15.	I am generally a satisfied academic student in university.	6%	26	14	39	15	100.0	3.30	1.193

The table highlights students' academic adjustment, revealing moderate strengths alongside areas needing improvement. Parental support plays an important role, as the highest agreement was found for parental encouragement toward university enrollment (43%), though a notable proportion of students reported limited academic assistance from parents, indicating a gap in ongoing academic support. Students showed strong enthusiasm for academic activities, with the highest agreement (45%) for enjoying academic engagement, while interest in university subjects and satisfaction with academic performance remained moderate, reflecting variability in students' academic experiences. Class attendance and note-taking were viewed positively but not strongly, suggesting moderate academic engagement. Overall academic satisfaction appeared mixed, with agreement levels generally ranging between 33% and 39%, indicating neither high satisfaction nor severe dissatisfaction. Parental encouragement was positively linked to students' motivation,

though its impact varied. Satisfaction with subjects and comfort with instructors showed comparatively lower agreement, highlighting concerns related to subject relevance and teacher–student interaction. Overall, the findings suggest a moderate level of academic adjustment, emphasizing the need for enhanced parental involvement, instructional support, and student engagement strategies.

Table 5*Regression Analysis*

Model Summary				
Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	.583 ^a	.339	.333	11.94589
a. Predictors: (Constant), Permissive, Authoritative, Authoritarian				

The regression analysis was done to understand the relationship between parenting styles (authoritarian, authoritative, permissive) and academic adjustment.

Model: the correlation between the parenting styles and academic adjustment is 0.583, which shows a moderate relationship. The R square value of 0.339 means that 34% of the variance in dependent variable is explained by these three parenting styles. The value 0.333 adjusts the R Square for the number of predictors in the model. The value 11.945 represents the standard error. Which is showing the model's predictive accuracy.

Table 6

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	12.799	3.848		3.326	.001
Authoritarian	-.166	.177	-.075	-1.426	.155
Authoritative	1.632	.160	.512	10.177	.000
Permissive	.492	.151	.174	3.257	.001
a. Dependent Variable: Academic Adjustment					

This table reveals that the academic is represented by the constant value ($B = 12.799$). since the p-value is higher than 0.05, which means academic adjustment is not substantially impacted by authoritarian parenting ($B = -0.166$), ($p = 0.155$). however, students who have authoritative parents tend to adjust better in university setting, as evidenced by the strong beneficial effect of authoritative parenting on academic adjustment ($B = 1.632$), ($p < 0.001$). Permissive parenting also has a favorable effect ($B = 0.492$), ($P = 0.001$), but it is not as strong as authoritative parenting. According to the standardized coefficient, the largest influence on academic adjustment is exerted by authoritative parenting ($\beta = 0.512$), followed by permissive parenting ($\beta = 0.174$), and the least amount of impact exerted by authoritarian parenting ($\beta = -0.075$).

Table 7*Correlation Analysis of Academic Adjustment and Academic Achievement*

Variable	Academic Adjustment		GPA
Academic Adjustment	Pearson Correlation	1	.383**
	Sig. (2-tailed)		.000
	N	300	300
GPA	Pearson Correlation	.383**	1
	Sig. (2-tailed)		
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed)

Table shows a Pearson correlation of 0.383 and a p-value of 0.000, which indicates academic adjustment and academic achievement (GPA) has a positive correlation. It means as academic adjustment improves, GPA tends to increase. The p-value of 0.000, less than the significance level of 0.005, which shows that this relationship is statistically significant. This implies that there is a significant relationship between academic adjustment and academic achievement (GPA), with stronger academic adjustment being linked to higher academic achievement.

Table 8
Correlation between Parenting Styles and Academic Achievement

		Parenting styles	GPA
Parenting styles	Pearson correlation	1	-.070
	Sig. (2-tailed)		.225
	N	300	300
GPA	Pearson correlation	-.070	1
	Sig. (2-tailed)	.225	
		300	300

The Pearson correlation coefficient of -0.070 reveals a very weak negative link between parenting styles and students’ academic achievement (GPA). This implies that the GPA of university students is not significantly impacted by difference in parenting approaches. Furthermore, the association is not statistically significant because the p-value (0.225) is significantly higher than the conventional significance level of 0.005, which implies that there is no strong evidence to support the idea that parenting styles influence academic achievement.

Table 9
Correlation Analysis among parenting Styles, Academic Adjustment, and Academic Achievement

Variable		Parenting styles	Academic adjustment	Academic achievement
Parenting styles	Pearson correlation	1	.304**	-.070
	Sig. (2-tailed)		.000	.225
	N	300	300	300
Academic adjustment	Pearson correlation	.304**	1	.383**
	Sig. (2-tailed)	.000		.000
	N	300	300	300
Academic achievement (GPA)	Pearson correlation	-.070	.383**	1
	Sig. (2-tailed)	.225	.000	
	N	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed)

The correlation analysis shed important light on the relationship among parenting styles, and academic adjustment, and academic achievement (GPA). parenting styles and academic adjustment have a moderately positive and statistically significant association, as seen by the 0.304 Pearson correlation coefficient and 0.000 p-value. This implies that variances in students’ ability to adjust academically are linked to distinct parenting styles. With a p-value of 0.225 and a correlation of -0.070, the relationship between parenting styles and academic achievement (GPA) is not statistically significant. This result suggest that there is no discernible or direct relationship between parenting styles and students’ GPA. However, the association between academic adjustment and GPA is statistically significant, with a moderate positive correlation (0,383) and a p-value of 0.000. This implies that higher GPAs are typically attained by students who demonstrate superior academic adaptability. Overall, the results show that academic adjustment is positively correlated with GPA and that

parenting styles have a significant impact on academic adjustment, however parenting styles do not significantly and directly affect students' Academic achievement (GPA).

Discussion and Conclusion

Research demonstrates how parental practices direct university students' academic adjustment processes, which subsequently affect their educational results. Research establishes that a parenting style described as authoritative delivers students the best outcomes regarding their ability to deal with university challenges. According to the regression analysis, students with authoritative parents enjoy a well-balanced environment of support, direction and encouragement, which gives them self-confidence to adjust academically which is necessary for students to success in university.

The study also concludes authoritarian parenting characterized by controlling and strict parenting have negatively but statistically insignificantly impact on academic adjustment, Academic adjustment is also impacted by permissive parenting but its effect not strong like authoritative parenting.

Academic adjustment significantly affects their academic achievement of university students. Based on correlation analysis better-adjusted students typically perform better academically, which further emphasize the association among academic adjustment and academic achievement. However, parenting practices do not directly predict academic achievement, indicating that the influence of parenting approaches on students' academic achievement is mediated through academic adjustment to university life.

Differences in the perceptions of both genders' male and female about parenting styles are minimal and statistically insignificant. Male and female students reported similar experience with authoritarian parenting, authoritative parenting and permissive parenting.

These results highlight that authoritative parenting stands crucial in advancing academic adjustment of students, since this leads to improved academic achievement. These findings offer an elegant understanding of how parenting styles influence academic adjustment which lead to academic achievement and underscore the importance of supportive parenting with structure guidance in children development. Because balancing and supportive parenting promote confidence and willingness in their children to take on challenges of academic life.

Recommendation and Suggestions for Further Research

Based on the study's findings and results, the major recommendations are as under:

1. To have better academic attributes of university students so, need to follow authoritative parenting attachment by parents. However, essential behavioural patterns in other approaches may not be ignored. So, universities may conduct seminars and workshops for parents for guidance.
2. In institutions, parent-teacher associations and community bodies can play major role to educate parents about the authoritative parenting approach.
3. Like schools' PTAs universities should also have involvements of parents directly or indirectly to improve students' academic adjustment and academic achievement.
4. The Higher Education Commission (HEC) may design and allow the students to choose mentorship programs, academic counseling, and volunteer initiatives that would make the parents active participants in the educational processes by adopting structured parental engagement channels for better academic adjustment and academic achievement.
5. This study was quantitative by nature. So, to gain in-depth picture and more comprehensive understanding of the underlying phenomena, future study may consider a qualitative design.

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